Missouri Department of Elementary and Secondary Education

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Title II.D Education Technology Program Administrative Manual

"Making a Positive Difference Through Education and Service"
Dr. D. Kent King, Commissioner

December 2004

Missouri Department of Elementary and Secondary Education

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Title II.D Program Administrative Manual

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The Title II.D Enhancing Education Through Technology (Ed Tech or EETT) Program was signed into law with the No Child Left Behind Act of 2001 (P.L.107-110). This legislation reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and established the Ed Tech Program that consolidates the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. It is designed to ensure that every student is technology literate by the end of the 8th grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title II.D Program provides one formula grant and one competitive grant. In keeping with Missouri's consolidated application, the formula grant program is administered by the Department of Elementary and Secondary Education's Federal Grants Management (FGM) section and the competitive grant program is administered by the Department's Instructional Technology (IT) section.

The Department's Consolidated Federal Programs Administrative Manual provides application and program information for the federal title programs consolidated under the Department's online federal grants application (all the formula grants). For more information about those federal programs, see http://dese.mo.gov/divimprove/fedprog/ or contact the Federal Grants Management section at 573-751-3468.

This document supplements the Consolidated Manual with details on the Department's Title II.D competitive program. Included in this manual are program guidelines, application forms and procedures, scoring criteria, and program implementation rules.

In Missouri, the competitive Title II.D funds are used to expand the eMINTS program into new districts across the state. The *enhancing Missouri's Instructional Networked Teaching Strategies* program supports Missouri educators as they integrate multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices that result in higher levels of student performance. eMINTS began as a demonstration project in 1997 and is now a large scale program involving more than 16,000 students in classrooms across Missouri. Extensive research has been conducted throughout the life of the program by an evaluation team based at Missouri's Office of Social and Economic Data Analysis. A wealth of information, including the full set of research about this project is available on the eMINTS website at http://www.emints.org.

For more information on the Title II.D Ed Tech Program's competitive program in Missouri, see http://dese.mo.gov/divimprove/instrtech/ or contact the Instructional Technology section by telephone at 573-751-8247 or email at instrtech@dese.mo.gov.

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PROGRAM OVERVIEW

The Title II.D Enhancing Education Through Technology (Ed Tech or EETT) Program was signed into law with the No Child Left Behind Act of 2001 (P.L.107-110). This legislation reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and established the Enhancing Education Through Technology (Ed Tech) Program. The legislation consolidated the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, and Subpart 1).

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Formula Grant Program
District eligibility and allocation are based on U.S. Census poverty statistics, much like the Title I program. Eligible districts can use Title II.D formula grants to:
- implement and support effective uses of technology to improve student academic achievement;
- increase access to technology through the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective technology infrastructure;
- enhance ongoing professional development of teachers, principals, and administrators and their access to training, and updated research in teaching and learning through electronic means, and
- support local efforts to use technology in promoting parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

Districts are required to spend 25 percent of the grant funds on technology professional development. No match is required.

The intent of the Missouri Title II.D Ed Tech program is to provide districts with funds to support education technology activities that not only support the federal No Child Left Behind Act (NCLB), but also the Missouri School Improvement Program (MSIP). As such, the allowable uses of Title II.D formula grants are aligned with MSIP standards and indicators, as indicated below. See the Federal Grants Management website http://dese.mo.gov/divimprove/fedprog/ for application details.
- professional development in the use of technology (MSIP standard 6.7)
- development of partnerships (6.3, 6.4)
- activities to connect schools and parents (7.5)
- acquiring connectivity linkages, resources, and services (6.4)
- evaluation of technology effectiveness in meeting state standards (6.3, 6.7)

- technology to increase academic achievement (6.4, 6.8, 6.9, 7.2, 7.4)
- developing or acquiring technology curriculum (6.3, 6.4, 6.7)
- preparing and paying school technology leaders (6.3, 6.4, 6.7)
- technology to collect, manage, and analyze data (6.4, 6.9)
- developing, enhancing, or implementing information technology courses (6.3, 6.4, 6.7)

Competitive eMINTS Grant Program
The federal No Child Left Behind program requires the competitive grant program to fund projects that include scientifically based instructional methods that result in high academic achievement, as well as targeting "high-need" local educational agencies (LEAs). A high-need LEA is:
- among districts in the state with the highest numbers or percentages of children from families with incomes below the poverty line, and
- serves one or more schools identified for improvement or corrective action under ESEA OR has a substantial need for assistance in acquiring and using technology.

The Title II.D competitive funds are used in Missouri to help districts implement the eMINTS instructional model. eMINTS stands for enhancing Missouri's Instructional Networked Teaching Strategies, a collaborative education program sponsored by the Department and the University of Missouri System Office of Academic Affairs and administered by the eMINTS National Center. eMINTS transforms schools into places for learning where teachers and students use multimedia tools to better understand the world, work together, and achieve at new and higher levels. The eMINTS National Center programs include professional development experiences for all educators (teachers, administrators, education technology specialists, and library media specialists) who are interested in implementing the eMINTS instructional model in their schools.

The eMINTS instructional model is a set of research-based strategies integrating technology and best teaching practices to create a learning community where teachers and students explore and create knowledge together using a variety of resources. Teachers facilitate student learning through the use of essential questions that stimulate thinking, build curiosity, create connections, and generate long-lasting knowledge through issues that matter to students. This instructional model requires conscious alignment of curriculum, professional development, and school vision.

The eMINTS program has shown to be effective in assisting students improve their performance. Statewide evaluation of Missouri Assessment Program (MAP) results determine that eMINTS has a positive impact on student achievement. The evaluation compared the performance of eMINTS students with like students in the same districts and with overall statewide averages. For more information, visit http://www.emints.org/evaluation/.

PROGRAM RULES

Funding
The General Assembly makes an annual appropriation for the Technology Grants Program that administers state and federal education technology programs. The funding for the Title II.D program is based on federal appropriation estimates. Annually, the Department advises districts of the estimated Title II.D appropriation and the purposes for which grants may be awarded.

Funding Period
The fiscal year is July 1 to June 30. The funding period for competitive grants begins the date the grant is approved by the Department but not earlier than July 1.

The program awards two-year grants. Projects are funded for one year at time. **Year 1** grants are competitive. **Year 2** funding is non-competitive and available if adequate progress is shown during Year 1.

Applications are required for each year of the grant. Funds must be expended during the approved fiscal year and may not be expended or obligated prior to approval.

Type of Grants
The intent of the Title II.D competitive grant program is to help districts enhance curriculum and instruction through the use of education technologies and, in Missouri, support district participation in eMINTS professional development programs. At least two classrooms per school in the grade levels described by the eMINTS National Center in the implementation options must be established as official eMINTS classrooms under the grant application; however, the goal of the program is to create school-wide improvement and change.

There are two types of grants: **New** and **Established**. Funds are used to support districts new to the eMINTS program and award grants to eligible established eMINTS districts (defined as a district with at least one teacher who has completed at least one year of the two-year eMINTS Program). An application can be submitted by a single **District** or from a **Consortium** of districts.

A district can only submit and/or participate in one application.

Distribution of State Funds
State-wide priority is given to new districts with 65% of the funding set aside for new districts and 35% for established districts. To help ensure equitable participation, the funding set aside for each grant type is distributed among three geographical areas. These areas reflect the current configuration of eMINTS instructional staff. The percent of funds designated for each area reflects the number of districts and the number of teachers residing in the geographic region. The intent is to award at least one grant in each type of competition and geographic area (i.e., one grant in each area to a district new to the eMINTS program and one grant in each area to an established eMINTS district).

Grants are awarded based on the number of schools and teachers in the three geographic areas. **Area 1** (Central, Northwest, and Northeast Clusters) will receive grants totaling 27 percent of the grant funds awarded, **Area 2** (West, Southwest, South Central and South Clusters) will receive 39 percent, and **Area 3** (East, Southeast and Bootheel Clusters), 34 percent. See maps at http://www.emints.org/ or contact the eMINTS Office at 573-884-7202 with questions about cluster or area assignments.

Grant Awards

The size of awards can range from $80,000 to $400,000 for year one of the project and from $30,000 to $150,000 for year two of the grant. The estimated average award for year one grants is $240,000.

Grants are awarded for two years. All first-year applications are competitive in nature. Year two funding is not competitive; however, funding is contingent on successful implementation of year one activities. Districts must commit to both years of the grant and the successful implementation of the eMINTS professional development instructional model. Each funding year operates July 1 through the following June 30.

District Match

Matching funds are not required for competitive grants. However, systemic school reform requires time and effort and grant proposals that demonstrate creative and synergistic uses of multiple program resources, including personnel, equipment, software, and funding sources (state, federal, and local) will be more competitive.

Eligible Applicants

As required by law, Title II.D competitive funds must target "high-need" districts, defined as schools serving the highest numbers and/or percentages of children living in poverty based on U.S. Census data. Usually in January, the Department receives the Census data that are used in determining next year's district allocations for Title I grants – and the Title II.D grants. Districts are ranked by number AND by percentage of school-aged children living in poverty, from highest to lowest. Each ranking is divided in half, with only districts listed in the top half of at least one of these rankings eligible to apply. Look for the new eligibility listings to be posted on the Instructional Technology website by early February.

A consortium of districts may also apply, and may include any district in the state – with the following caveats: the applicant must be an eligible district, the (consolidated) proposed budget cannot exceed the established grant maximum, and no district can be included in more than one application.

Application Requirements

Applications must:
- show a financial and personnel commitment to the intensive eMINTS professional development program
- show a commitment to make the appropriate resources available for the teachers and students
- show a commitment to follow the established rules and timelines of the program (and not include software or hardware outside the scope of the eMINTS program)
- utilize 25 percent of requested funds to address staff professional development in technology

APPLICATION PROCEDURES

Application Deadline

Applications are due March 31. An application with original signatures must be submitted along with two copies of the application. Applications must be postmarked no later than March 31 or, if hand-delivered, received in the Instructional Technology section office by 4:00 p.m. on March 31.

Application Contact Person

The application requires designation of a project contact person. This person should be a member of the planning team since the contact must be familiar with the project. The contact

person must be able to make decisions about the project, whether a single district or consortium project. Ideally, the contact should be a building principal or central office administrator (e.g., a curriculum and instruction, elementary education, or technology director).

Application Components
The application consists of forms provided by the Department and a project narrative to be created by the applicant using a word processing program. The application is to be constructed in the following order:
- Application for State Assistance under the Title II.D Competitive Grant Program form
    o Cover page form with signed assurances
- Application for Title II.D Competitive Grant Program – Building and Participant Information
    o Form to be completed for each building participating in the proposed project (copy as necessary)
- Project Narrative and Letters of Commitment
- Application for Title II.D Competitive Grant Program – Proposed Budget Information
    o Form to completed for each year of the proposed project

Application for State Assistance (cover form)
- District Information – provide details about the applicant district (or grant fiscal agent): district name, county-district code, and contact information
- Grant Information – check appropriate grant types: year 1 or year 2 application, new or established grant, district or consortium application, geographic/area cluster, and names of participating school buildings and districts (if consortium grant)
- Project Information – provide details about overall project: grant request amount, number of districts/buildings participating, number of teachers, numbers of students, grade levels, and curriculum areas
- Building and Participant Information (referral to use specific form)
- Project Narrative (referral to manual for directions and required content)
- Proposed Budget Information (referral to use specific form)
- Project Assurances and Signature – read the assurances, provide name and title of authorized representative, and sign and date the form

Building and Participant Information Form (one per building participating in the project)
- Building Information – provide district and building names and code numbers
- Participant Information – provide names of proposed participants, the eMINTS professional development program(s) in which each plans to participate, and grade level and subject area details for classroom teachers. Possible participants include building administrator/principal, technology director, education technology specialist, library media specialist, official eMINTS teachers, veteran eMINTS teachers, and other teachers such as off-grade or off-subject classroom teachers, gifted teacher, special education resource teacher, LEP teacher, etc. (A veteran teacher indicates a teacher who has completed both years, or is in the second year, of the eMINTS professional development.)

Project Narrative
Project narratives for all grant types (year 1 or year 2, district or consortium, new or established) must address the components listed below. See the appendix for detailed instructions in writing the grant narrative.
- Introduction, Prior Planning, and Local Commitment
- Description of Need
- Goals and Objectives
- Major Activities, Implementation Strategies, and Evaluation Plan
- Budget Explanation

<u>Proposed Budget Information Form</u> (one for each year of the project)
Budgets for all grant types must address the total project (including all fiscal resources) and the components listed below. See the appendix for detailed instructions in writing the budget narrative.
- District Information – provide district name and county-district code
- Project Information – check appropriate grant type boxes (grant year, new or established, district or consortium, and geographic area/cluster) and provide required contact information
- Project Financial Data – complete budget grid for both year one and year two accordingly on designated form (professional development must be documented in the row labeled professional development)

Allowable Costs
Only costs associated with implementing the eMINTS instructional model will be approved. Costs will vary depending on the size of the applicant district(s), the scope of the proposed project, and the kinds and numbers of participants involved in the eMINTS professional development. Typical costs include professional development fees paid to the eMINTS National Center, other training fees, stipends, substitute pay, travel costs for participants in training, appropriate teacher and classroom hardware and software, and project evaluation. Visit the eMINTS web site at http://www.emints.org/ for details regarding the necessary resources for eMINTS program implementation.

SALARIES (6100) **–** Must be obligated by May 1
Title II.D competitive grants are intended to cover stipends and substitute pay for educators participating in the eMINTS professional development programs. Salaries related to staff receiving technology professional development may be included in the 25 percent requirement for professional development. The following are examples of allowable Salaries expenditures:
- substitute teachers, hired at district-established rates, to replace teachers attending full-day eMINTS professional development
- out-of-contract time (stipends), at district-established rates, for official eMINTS teachers to attend evening professional development (Year 1 and/or Year 2)
- stipends for time beyond normal contracted time for other educators to participate in selected eMINTS professional development sessions
- stipends for time beyond normal contracted time for technology directors and/or education technology specialists to provide professional development and/or technical support for eMINTS teachers and classroom technologies

BENEFITS (6200) **–** Must be obligated by May 1
Benefits for staff receiving professional development may be included in the 25 percent requirement for professional development. Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement as appropriate.

PURCHASED SERVICES (6300) **–** Must be obligated by May 1
Purchased Services result when work for a district or building is completed by an individual not on the district's payroll or a service is purchased from a source outside the district. Expenditures for technology professional development, travel expenses, and conferences may be included in the 25 percent requirement for professional development. The following are examples of allowable Purchased Services expenditures:
- professional development fees assessed by the eMINTS National Center
- travel, meals, and lodging expenses for district personnel associated with eMINTS to attend eMINTS professional development meetings
- fees, travel, meals, and lodging expenses for district personnel associated with eMINTS to attend other appropriate professional development meetings

- installation of hardware/software performed by an individual not employed by the school district
- T-1 connection to the eMINTS building (a reliable 1-2 mbps connection)
- upgrade of electrical service in eMINTS classrooms to support the computers, interactive whiteboard, and projector
- dial-up connectivity (at least 20 hours per month) for eMINTS teachers
- networking (bandwidth, switches, and cabling for eMINTS teacher workstation, networked printer and student computers)
- installation of air conditioning in eMINTS classrooms
- telephone with full outside access in eMINTS classrooms

MATERIALS AND SUPPLIES (6400) – Must be obligated by March 31
Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost $999 or less per unit, and all software, regardless of price, are considered Materials and Supplies. Materials and Supplies used exclusively and specifically in professional development may be included in the 25 percent requirement for professional development. Examples of allowable Materials and Supplies expenditures are listed below. Unless otherwise noted, expenditures are limited to eMINTS classroom costs.
- approved computer and networking software (regardless of unit cost)
- storage drives,
- networking and wiring supplies
- printers and printing supplies
- computer furniture (chairs, carts, and tables for teacher and student use)
- filtering software (if needed to meet CIPA requirements)
- Microsoft Office Suite Pro (eMINTS teacher workstation and laptop)
- Microsoft Office Suite Standard (student computers in eMINTS classrooms)
- Microsoft Office Publisher (eMINTS teacher workstation and laptop)
- Dreamweaver software (eMINTS teacher workstation and laptop)
- Inspiration software (eMINTS teacher workstation and laptop, and student computers in eMINTS classrooms)
- scanner
- digital camera

CAPITAL OUTLAY (6500) – Must be obligated by March 31
Items that are electrical/mechanical in nature, have a useful life of at least one year or cost $1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost. All technology purchases must meet eMINTS program specifications. The following are examples of allowable Capital Outlay expenditures:
- teacher computer workstation
- student computers (thin client or wireless units are acceptable)
- laptops (for teachers)
- networking hardware
- interactive whiteboard (permanent installation in classroom)
- projector (permanent installation in classroom)

Unallowable Costs
Grant funds may not:
- construct, remodel, or prepare the site except for air conditioning and/or to prepare wiring or electrical service to support eMINTS requirements
- pay administrative or indirect costs
- pay fees for college credit
- supplant existing positions, programs, or services

Formatting the Narrative
The narrative sections should be developed on a word processor following the approved format. Narratives must:

- be single spaced with black [or dark blue] print and printed on 8½ x 11 white paper
- use Arial 11 font
- have left and right margins no less than one inch and top and bottom margins no less than half inch
- begin each section with the appropriate narrative header
- include a page footer detailing name of the district and page number of application (e.g., Maple Brook R-IV, page 8). The first narrative page will be page number 3 or higher, depending on the number of Building and Participation Information forms submitted.
- be stapled in the upper left corner (no covers or bindings)

Completing the Budget Grid
Transfer amounts from the budget narrative to the Proposed Budget Information grid (provided). Apply amounts by expense code and Missouri School Improvement Program (MSIP) standard. Round budget figures to whole dollar amounts.

Assurances and Submission Process
To submit a grant application, a representative authorized by the local school board (of an applicant district or a district applying as fiscal agent of a consortium application) must agree to program assurances. The submission of the grant assures the Department that the board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to the Department the amount of any funds made available to the applicant, which may be determined, by the Department or an auditor representing the Department, to have been misspent or otherwise misapplied.

The original signature of the board-authorized representative on the application indicates agreement to the assurances. (Should the submission process become electronic, selection of the Assurances button would indicate such agreement.) After agreeing to the assurances, the authorized representative may submit the grant.

APPLICATION REVIEW AND APPROVAL PROCESS

Review and Approval Process
Year 1 grant applications (New and Established, District and Consortium) are funded based on their scores, the geographical availability of professional development slots, and the amount of money requested by the grants and allocated to the program and geographical area.

Year 2 grant applications are not competitive since they only address costs needed to support Year 1 participants as they participate in Year 2 activities.

All Title II.D competitive program applications are due by March 31 and are reviewed in April.

Competitive grant applications are evaluated based on the merit of the application (180 points) and on district or building economic and technology need (20 points). A total of 200 points is possible. A panel of five readers reviews each application and scores the application using the designated criteria. The high and low scores are eliminated and the remaining three scores are averaged. (Missouri educators interested in being a reader may contact instrtech@dese.mo.gov.)

Following the reader review process of Title II.D grants, Department staff assign the high-need points. Grant applications are rank ordered by total score and approved based on the professional development slots available, geographic location, and funding level.

By late April-early May, Department staff notify districts of their Title II.D grant approval status. Applications noted as "tentatively approve" receive final approval upon successful negotiation of the grant. The negotiation process, which involves building, Department and eMINTS staff, examines budget details and planned activities to ensure all necessary components are covered. The final approved grant amount is determined during the negotiation.

Review Criteria
Year 1 grant applications are evaluated using the following established criteria.

APPLICATION NARRATIVE SCORING CRITERIA (180 points possible)

Introduction, Prior Planning, and Local Commitment (1-30 points)
- The introduction describes the community, target population, major implementation strategies, and expected outcomes of the project.
- Prior planning reflects a systematic team approach with direct involvement of project implementers.
- The narrative describes how ongoing involvement, collaboration, and cooperation will occur among key stakeholders during and after the project.
- Letters of commitment (from each team member) demonstrate an understanding of the project and a commitment to complete the professional development, implement the teaching strategies, and participate in ongoing evaluation and research.

Description of Need (1-30 points)
- The narrative details the educational goals of teachers and students, the status of available resources, and previous experiences with renewal programs and other grant program implementation.
- The educational need for the project is well documented with local data and evidence related to the Missouri School Improvement Program (MSIP), the Correlates of Effective Schools Research, and the eMINTS instructional model.
- The educational need is significant for the district(s) as documented by MSIP findings and CSIP plans, student achievement data, and local and state technology plans.

Goals and Objectives (1-25 points)
- The project goals and objectives are strongly and clearly linked to the stated needs.
- First- and second-year objectives describe measurable, anticipated, and beneficial changes in identified target populations.

Major Activities, Implementation Strategies, and Evaluation Plan (1-65 points)
- The narrative includes a description of the major learner activities of the project.
- The action plan details first- and second-year major activities, implementation strategies, timeframes, and person(s) responsible.
- The dissemination plan addresses project implementation efforts and outcomes.
- The evaluation plan details use of regular and systematic formative measures to assess strengths and weaknesses of the program implementation.
- The evaluation plan indicates use of summative measures to assess learner performance outcomes.

Budget Explanation (1-30 points)
- First- and second-year expenditures are itemized and directly relate to the goals, objectives, and activities of the project.
- The proposed project is cost-effective, reasonable, and based on the expected outcomes of the target population.

- The proposed budget is based on a desire for instructional improvement rather than an "opportunistic" approach to securing materials, equipment, etc.
- The proposed project demonstrates creative and synergistic uses of multiple program and/or grant resources.
- The narrative provides a clear description of what must occur for the project to continue after the grant period ends that results in instructional improvement.

POVERTY AND TECHNOLOGY SCORING CRITERIA (20 points possible)

- The applicant(s) serve(s) economically disadvantaged students.
- The applicant(s) serve(s) technologically disadvantaged students.

Assigning Poverty and Technology Need Scores

Poverty and technology need points are assigned by Department Instructional Technology staff using data supplied by districts via the Department's core data collection system.

Poverty points are assigned based on the applicant's rate of students eligible for the Free and Reduced Lunch program, using the following table. In the case of a consortium grant, points for all districts are averaged (all scores added and divided by the number of districts).

District(s) – Free/Reduced Lunch Percentage Rate	Assigned Score	District(s) – Free/Reduced Lunch Percentage Rate	Assigned Score
81.4% or higher	10	39.3 – 45.0%	5
66.4 – 81.3%	9	33.7 – 39.2%	4
58.1 – 66.3%	8	26.1 – 33.6%	3
51.3 – 59.0%	7	17.7 – 26.0%	2
45.1 – 51.2%	6	17.6% or lower	1

Technology points are assigned based on the number of students per Internet-connected computers in the buildings involved in the proposed project, using the following table. In the case of multiple buildings, the rates are averaged (all scores added and divided by the number of buildings).

Building(s) – Number of Students per Internet-connected Computer	Assigned Score	Building(s) – Number of Students per Internet-connected Computer	Assigned Score
8.110 or more students	10	3.180 – 3.661 students	5
5.855 – 8.109 students	9	2.756 – 3.179 students	4
4.863 – 5.854 students	8	2.346 – 2.755 students	3
4.195 – 4.862 students	7	1.844 – 2.345 students	2
3.662 – 4.194 students	6	1.843 or fewer students	1

GRANT MANAGEMENT

Authorized Representative

For the purpose of all Instructional Technology Grant Programs, the authorized representative is a district employee (of the district applying or the district serving as fiscal agent of a consortium), typically the superintendent or a central office administrator, approved by the board to sign fiscal assurances and submit grant applications. The authorized representative of the district must agree to all assurances prior to the submission of the application.

Revenue Code and Payment Schedule

The revenue code for Title II.D grants is 5466. Grant recipients receive 40 percent of the approved amount in September, 35 percent in October, and the balance in May or June, based on actual expenditures and upon approval of the Final Expenditure Report (FER).

Expenditures

Obligations for Salaries (6100), Benefits (6200), and Purchased Services (6300) are incurred when the services are formally agreed to or contracted, no later than May 1. These obligations may be accurately projected and paid through June 30. Obligations for Materials and Supplies (6400) and Capital Outlay (6500) are incurred when a purchase order is issued and must be incurred by March 31 and paid by June 30. Any funds not properly obligated must be refunded to the Department.

Non-Supplant

Each program has allowable and unallowable costs. Grant funds may not supplant programs, services, or expenditures that are already a function of the district. Capital projects such as remodeling and/or indirect costs are unallowable. Consult specific program guidelines.

Inventory Control

Capital outlay costing $1,000 or more per unit is subject to inventory management and control. Inventory must be current and available for review and audit. Adequate safeguards must be in effect to protect the property. Any loss, damage, or theft must be investigated and fully documented. The district is responsible for replacing or repairing the property. Adequate maintenance procedures must be implemented. A physical inventory of items must be taken and results reconciled with the inventory records at least once every two years. Project equipment and materials are vested in the district upon receipt and approval of the project Final Expenditure Report (FER) and completion of the eMINTS professional development program(s).

The following information must be included on the inventory:
- date of inventory
- description of property, including manufacturer's model number
- manufacturer's serial number or other identification number
- identification of the funding source
- acquisition date
- place of purchase (company name)
- present location
- condition of the property
- unit cost
- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment

Audits

Each district receiving a grant must keep records according to generally accepted accounting principles and provide any information necessary for fiscal and program auditing. All records and supporting documents must be retained in accordance with current state and federal laws and regulations. Districts must provide the Department, as part of its statutory independent audit or other independent audit, a report of the results of the audit performed in accordance with the Department's general policy on audits.

Amendments

Amendments to the approved budget are allowed. **No more than four amendments to the approved application are allowed per year.** Budget changes may be necessary because of price changes, product changes, or unexpected opportunity. Amendments to the approved budget may be made in two ways.

<u>Self-amendment</u>

An expenditure variation of 10 percent or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or

decreased by more than 10 percent of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased.

Budget Amendment Request (BAR)
Submission of a Budget Amendment Request (BAR) form is required to allocate money to an expense code in excess of the accepted 10 percent variance or to an expense code that had no approved funds. The BAR **must** be completed as described below and mailed or faxed to the Department for approval, after which time the district may execute the change(s).

District Information
- Enter district name and county-district code

Project Information
- Check appropriate boxes for grant type (year 1 or year 2, district or consortium, district or consortium, and geographical area / cluster), and enter contact person information

Amendment Financial Data
Check box to indicate budget year
Enter amended project budget data in the white cells (columns labeled 6100-6500).
    All figures should be rounded to the nearest whole dollar
    Professional development expenditures must be documented in the row labeled
      Professional Development
    Include all sources of project funding, as appropriate

School Comments
- Describe the reason(s) for the amendment request

Final Expenditure Report (FER)
The FER must be submitted (complete as described below) before final payment is made to the district. The FER must be received in the department no later than May 15. Submit to the Department via mail or fax.

District Information
- Enter district name and county-district code

Project Information
- Check appropriate boxes for grant type (year 1 or year 2, district or consortium, district or consortium, and geographical area / cluster), and enter contact person information

Project Evaluation Narrative
- Attach responses to the four questions about the project's implementation

Final Budget
Check box to indicate budget year
Enter project expenditures in the white cells (columns labeled 6100-6500).
    All figures should be rounded to the nearest whole dollar
    Professional development expenditures must be documented in the row labeled
      Professional Development
    Include all sources of project funding, as appropriate

Request for Final Payment
Enter total amount of funds expended, subtract amount received to-date, and enter amount
    due the district (or Department, if appropriate)
Enter total expenditures for professional development

School Comments
- Provide comments if needed or helpful

Required Refund
If the Department, based on its own findings or those of an independent auditor, determines an applicant has misspent, misapplied, or otherwise used funds from a program in violation of any applicable regulation or statutory provision, the applicant must refund to the Department the amount determined to have been improperly expended. If the applicant does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due the applicant under that program and may adjust payments due the applicant under other programs administered by the Department.

Copyright or Product Development Regulations
A district may obtain a copyright for any original work produced in the grant project; however, the Department and any district in the state have free copying rights. If materials are made available for sale, Missouri districts may be charged for only the cost of reproduction and delivery. Rights to such a copyright cannot be sold to a third party without written consent of the Department.

PROGRAM RULES AND GUIDELINES

1. **How can schools apply for and use Title II.D grants?**
    Title II.D competitive funds are available through the Department's Instructional Technology Section to extend eMINTS into new districts and to expand eMINTS in established districts. Applications for this program will be available in mid-January and must be postmarked by March 31, 2005 or hand-delivered to the Instructional Technology section by 4:00 PM on March 31, 2005. Grant awards will be made based on the merits of the applications and need. Grant awards will be made contingent upon Missouri receiving the federal funding and final contract arrangements with the eMINTS National Center.

2. **Are there any changes to the Title II.D competitive grant program for FY06?**
    Yes. Beginning in FY06, the grant program will be structured so that a district (or a consortium of districts) may apply for a two-year grant using the funds to initiate or to expand the eMINTS instructional model in a given school (or schools) as part of an overall school improvement initiative. The purpose in moving from the implementation model of two classrooms per district to a larger, school level model is to affect more students and teachers by extending the eMINTS instructional model (high-quality teaching powered by technology) to a more systemic implementation resulting in schools characterized by strong learning communities.

3. **What is the funding period of Title II.D competitive grants?**
    Grants are awarded for two years. Districts must commit to both years of the grant and the successful implementation of the eMINTS professional development instructional model. Each funding year operates July 1 through the following June 30.

4. **Which districts are eligible to apply for FY06 Title II.D competitive grants?**
    As required by law, Title II.D funds must target "high-need" districts, defined as schools serving the highest numbers and/or percentages of children living in poverty based on U.S. Census data. Usually in January, the Department receives the Census data that are used in determining next year's district allocations for Title I grants – and the Title II.D grants. Districts are ranked by number AND by percentage of school-aged children living in poverty, from highest to lowest. Each ranking is divided in half, with only districts listed in the top half of either of these rankings eligible to apply. Look for the new eligibility listings to be posted on the Instructional Technology website at http://dese.mo.gov/divimprove/instrtech by early February.

    A consortium of districts may also apply and may include any district – with the following caveats: the applicant must be an eligible district, the (consolidated) proposed budget cannot exceed the established grant maximum, and no district can be included in more than one application.

5. **What is the range of the awards for competitive Title II.D grants?**
    Awards will range from $80,000 to $400,000 for year one and from $30,000 to $150,000 for year two of the grant. The estimated average award for year one grants is $240,000.

6. **Is a district match required for the competitive Title II.D grants?**
    No. Matching funds are not required for competitive grants. However, systemic school reform requires time and effort, and proposals demonstrating creative and synergistic uses of multiple resources, including personnel, equipment, software, and funding sources (state, federal, and local) will be more competitive.

7. **How many applications may be submitted by a district?**
Only one application per district may be submitted to the Title II.D competition. Districts may not be part of a consortium and also submit an independent application.

8. **How will the funds for the competitive Title II.D grants be distributed?**
State-wide priority will be given to new districts with 65% of the funding set aside for new districts and 35% for established districts. Further, districts will be competing only with districts in their geographic areas. Grants will be awarded based on the number of schools and teachers in the three geographic areas that currently have been established by the eMINTS program: Area 1 (Central, Northwest, and Northeast Clusters) will receive grants totaling 27 percent of the grant funds awarded, Area 2 (West, Southwest, South Central and South Clusters) will receive 39 percent of the grant funds awarded, and Area 3 (East, Southeast and Bootheel Clusters) will receive 34 percent of the grant funds awarded. See area maps at http://www.emints.org/ or contact the eMINTS Office at 573-884-7202 with questions about cluster or area assignments.

9. **How many Title II.D grants will be awarded?**
The total number of new grants awarded is dependent on the final appropriation for FY06, carryover funds from FY05, costs to support continuation grants, and the funds requested in first-year grant applications. The intent is to award at least one new grant in each type of competition and geographic area (i.e., one grant in each area to a district new to the eMINTS program and one grant in each area to an established eMINTS district).

PROJECT PROPOSAL DEVELOPMENT

10. **What must be included in the application? What must the project design address?**
Applications for a Title II.D competitive grant include the application cover (form provided), participant details (form provided), project narrative, letters of commitment, budget explanation, and budget grid (form provided).

The project narrative should detail what will occur if the grant is awarded. The narrative should provide an introduction that details the community, school or district needs, target population(s), major implementation strategies, and expected outcomes. The narrative should also include an action plan that details the professional development activities and timeline, a dissemination plan, and an evaluation plan.

All proposed activities and expenditures must relate to implementation of the eMINTS instructional model, using one of the options outlined in "How might the eMINTS instructional model be implemented?" on the eMINTS website at http://emints.org/faq/index.shtml. The eMINTS National Center offers a variety of professional development programs to meet the needs of schools and districts. Professional development offerings include content for teachers, administrators, library media specialists, education technology specialists, technology directors, and other key staff. See the FY06 FAQ for eMINTS Programs, located on the eMINTS website, for descriptions of the various professional development programs and examples of implementation models that schools might adopt.

11. **Who should be involved in writing the competitive Title II.D grant application?**
The key stakeholders who will be directly responsible for the eMINTS implementation should be involved in writing the grant application. A team approach that includes the building principal, technology personnel, library media specialist, and representative teachers will likely produce a more competitive application than one written by an individual. The eMINTS program implementation requires the formation of such a team, and the development of that team as part of the application process is strongly advised.

The application requires designation of a project contact person. This person should be a member of the planning team since the contact must be familiar with the project and able to make decisions about the project, whether a single district or consortium project. Ideally, the contact should be a

building principal or central office administrator (e.g., a curriculum and instruction, elementary education, or technology director).

12. What professional development services are available from the eMINTS National Center? Who can participate in eMINTS professional development sessions and what are the expectations?
Professional development services provided by eMINTS are intended to bring about change to an entire school; therefore, all educators in the school including the principal, subject-area specialists, and the library media specialist should expect to participate in eMINTS professional development programs. See the FY06 FAQ for eMINTS Programs, located on the eMINTS website, for descriptions of the various professional development programs available, as well as for examples of implementation models that schools might adopt.

13. What are allowable costs for a Title II.D competitive grant?
Only costs associated with implementing the eMINTS instructional model will be approved. Costs will vary depending on the kinds and numbers of participants involved in the eMINTS professional development. Typical costs include professional development fees paid to the eMINTS National Center, other training fees, stipends, substitute pay, travel costs for participants in training, appropriate teacher and classroom hardware and software, and project evaluation.

14. What are the costs for eMINTS professional development?
The Title II.D Program requires 25% of the budgeted funds to be expended for professional development. For planning purposes, each grant applicant should set aside an amount equal to 15 percent of the total grant budget funds requested from Title II.D for eMINTS professional development fees, AND should set aside 10 percent of the request amount to cover allowable expenditures related to professional development such as teacher stipends, substitute teacher costs, mileage and lodging costs for professional development, and the ISTE-eMINTS Leadership Institute fee.

Following notification of tentative grant awards, project teams (principal, technology coordinator or contact, library media specialist, and two teachers – one of whom is or will be an eMINTS teacher) will be required to attend the ISTE-eMINTS Leadership Institute, July 27-28. During the two-day Leadership Institute, district teams will finalize plans for eMINTS professional development services, including applicable eMINTS professional development fees. At this time, Instructional Technology staff will conduct a negotiation of grant applications and determine the final approved grant amount.

15. What equipment and software specifications are required for eMINTS?
eMINTS professional development is based on teachers, in classrooms considered official eMINTS classrooms, having a standard suite of hardware and software. Specifications for any equipment or software purchased using grant funds are outlined on the eMINTS website based on the grade levels included in the application. Different equipment configurations are outlined for elementary grades and for middle school grades. The required timeline for installation of equipment is also included on the website at http://www.emints.org/equipment/. Only items that meet the eMINTS equipment and software specifications may be purchased using competitive Title II.D grant funds.

16. What are the evaluation requirements for competitive Title II.D grants?
Each grant recipient school will be required to participate in the overall eMINTS program evaluation activities, including the release of student MAP data, teacher surveys, and other quantitative measures. In addition, school and classroom visits will be scheduled to gather data about the project implementation. These activities will be designed and managed by the eMINTS Evaluation Project, a project of the Office of Social and Economic Data Analysis (OSEDA), University of Missouri Columbia Extension. Costs related to these activities are covered by the eMINTS National Center.

In addition, grant recipients are expected to design local evaluation projects to measure the extent to which they achieve individual project goals and objectives. Up to five percent of the total grant budget may be allocated for project-specific evaluation costs. Applicants may use internal or

external evaluation providers to complete project-specific evaluation activities. Grant recipients are encouraged to consult with the eMINTS Evaluation Project in designing an evaluation project that satisfies federally-specified standards for program evaluation. The eMINTS Evaluation Project staff can be contacted at 573-882-5138 or at bickforda@umsystem.edu. Examples of past evaluation work are posted on the eMINTS website.

APPLICATION APPROVAL PROCESS

17. What criteria will be used to award the competitive Title II.D grants?
Grant applications will be reviewed using scoring criteria totaling up to 200 points. A panel of readers will read and evaluate the application narratives, worth up to 180 points, during the second week of April. Instructional Technology staff will assign economic and technology need points, worth up to 20 points. See the Title II.D program manual for a complete listing of the criteria.

18. Is it possible to get a copy of a successful competitive Title II.D grant application?
The FY06 application has been reconfigured and is an entirely new process. There are no previous grant applications available at this time.

19. What additional information or technical assistance is available for schools interested in applying for a grant?
Copies of the application forms, administrative manual, FAQ, related correspondence, and listings of eligible districts can be downloaded from the Instructional Technology website at http://dese.mo.gov/divimprove/instrtech/.

A program information workshop, hosted by **I**nstructional Technology and eMINTS, will be offered on February 14, 2005, from 9:00 AM to Noon, in Room 450 of the Governor Office Building, located at 200 Madison Street in Jefferson City. No prior registration is necessary. Note that staff are working to arrange multiple remote sites that can receive the workshop via videoconferencing. Look for details to be posted on the Instructional Technology website.

Grant writing technical assistance is available by request. Contact Instructional Technology staff by telephone at 573-751-8247 or by email at instrtech@dese.mo.gov.

20. When will the grant awards be announced?
The Departments expects to announce applicants receiving tentative approval by early to mid-May.

21. Is it possible for districts that do not receive competitive Title II.D grants to participate in eMINTS programs?
Yes. Districts that do not receive Title II.D grants or are not eligible to apply for those grant funds may use other district, state, or federal resources to participate in eMINTS programs. (See the eMINTS website for program details and requirements and application forms.) Districts may use the following sources to supplement Title II.D grant funds or to fund eMINTS programs and classrooms: local Professional Development and At-Risk funds, Technology Acquisition and Enhancement (TAG) grants (when available), Title II.D formula grants and other Title programs (e.g., Titles II.A, IV, V, and I as appropriate), and other federal discretionary grant programs, such as Comprehensive School Reform. Contact the appropriate grant administrator for specific information.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
APPLICATION for STATE ASSISTANCE under the
TITLE II.D COMPETITIVE GRANT PROGRAM   DUE MARCH 31

For Department Use
DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE

District Information
NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

NAME AND TITLE OF CONTACT PERSON	WORK PHONE	PAGER / CELL NUMBER
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER

Grant Information

GRANT TYPE – YEAR (CHECK ONE)	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE)	GRANT TYPE – GEOGRAPHIC AREA / CLUSTER (CHECK ONE)
☐ Year 1 Application ☐ Year 2 Application	☐ New District / Consortium ☐ Established District / Consortium	☐ District Application ☐ Consortium Application (Total number of districts: _____)	Area 1: ☐ C ☐ NE ☐ NW Area 2: ☐ S ☐ SC ☐ SW ☐ W Area 3: ☐ B ☐ E ☐ SE

PARTICIPATING SCHOOL BUILDING(S) – DISTRICT APPLICATION	PARTICIPATING DISTRICTS AND SCHOOL BUILDING(S) – CONSORTIUM APPLICATION
Name of each school building in the district involved in the grant: (District grants only):	Name of each partnering district and the specific school(s) involved in the grant: (Consortium grants only):

Project Information
AMOUNT REQUESTED	NUMBER OF SCHOOL BUILDINGS	NUMBER OF TEACHERS	NUMBER OF STUDENTS

GRADE LEVEL(S) OF PARTICIPATING TEACHERS AND STUDENTS (CHECK ALL THAT APPLY)

Grade Level(s) Served by Grant:
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
☐ Other:

CURRICULAR FOCUS (CHECK ALL THAT APPLY)

Curriculum Area(s) Addresses by Grant:
☐ Communication Arts   ☐ Science
☐ Mathematics   ☐ Social Studies
☐ Other(s):

Building and Participant Information
See form provided. Submit a separate Building and Participant Information form for each building participating in the proposed project.

Project Narrative Information
See directions in the Title II.D administrative manual. The project narrative (generated by the applicant using a word processing program) details what will occur if the proposed project is funded, addressing the applicant community, target population, major implementation strategies, and expected outcomes of the project.

Proposed Budget Information
See form provided. Submit a separate Proposed Budget Information form for each year of the proposed project.

Participant Project Assurances
The School District (and any participating district) hereby assures the Department of Elementary and Secondary Education (DESE) that:
- it will assign one administrator as project manager to facilitate the participation of the teachers in the program.
- it will keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and it will provide DESE any information it may need to carry out its responsibilities under the Title II.D Program.
- it will comply with all provisions of the Title II.D Program and its implementing regulations and all applicable administrative rules of DESE.
- it will receive and expend funds in a manner consistent with the intent of the approved application.
- it will fulfill all Program professional development, implementation, and evaluation activities and requirements.

The district certifies to the best of its knowledge and belief that its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any Federal department or agency. The governing board, through its authorized representative, fully understands the Assurances and the responsibility for compliance placed upon local education agencies (LEAs) by the Assurances.

The LEA will refund directly to DESE, or hereby authorizes DESE to withhold from the LEA's payments under the State Foundation program, the amount of any funds made available to the LEA which may be determined by DESE or an auditor representing DESE to have been misspent or otherwise misapplied.

Signature
SIGNATURE OF AUTHORIZED REPRESENTATIVE	PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	DATE

MO 500-1882 (Rev 7-04)

APPLICATION FOR TITLE II.D COMPETITIVE GRANT PROGRAM – BUILDING AND PARTICIPANT INFORMATION

Submit a separate Building and Participant Information form for each building participating in the proposed project. (Copy as Necessary)

Building Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE
NAME OF SCHOOL BUILDING	BUIDING CODE NUMBER

Participant Information

POSITION / TITLE	NAME	PLANNING TEAM MEMBER	PROPOSED eMINTS PROFESSIONAL DEVELOPMENT PROGRAM(S)		
BUILDING PRINCIPAL		☐ YES ☐ NO	(SPECIFY) ☐ ☐		
TECHNOLOGY COORDINATOR(S) ☐ District ☐ Building		☐ YES ☐ NO	(SPECIFY) ☐ ☐		
EDUCATION TECHNOLOGY SPECIALIST(S) ☐ District ☐ Building		☐ YES ☐ NO	(SPECIFY) ☐ ☐		

TEACHERS	NAME	PLANNING TEAM MEMBER	PROPOSED eMINTS PROFESSIONAL DEVELOPMENT PROGRAM(S) AND CLASSROOM DETAILS		
LIBRARY MEDIA SPECIALIST		☐ YES ☐ NO	(SPECIFY) ☐ ☐		
eMINTS CLASSROOM TEACHER 1		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
eMINTS CLASSROOM TEACHER 2		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
eMINTS CLASSROOM TEACHER 3		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
eMINTS CLASSROOM TEACHER 4		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
eMINTS CLASSROOM TEACHER 5		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
eMINTS CLASSROOM TEACHER 6		☐ YES ☐ NO	PD PROGRAM: ☐ eMINTS PD ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
VETERAN eMINTS TEACHER 1		☐ YES ☐ NO	PD PROGRAM: ☐ My eCoach ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
VETERAN eMINTS TEACHER 2		☐ YES ☐ NO	PD PROGRAM: ☐ My eCoach ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
OTHER CLASSROOM TEACHER 1		☐ YES ☐ NO	PD PROGRAM: ☐ ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
OTHER CLASSROOM TEACHER 2		☐ YES ☐ NO	PD PROGRAM(S): ☐ ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
OTHER CLASSROOM TEACHER 3		☐ YES ☐ NO	PD PROGRAM(S): ☐ ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
OTHER CLASSROOM TEACHER 4		☐ YES ☐ NO	PD PROGRAM(S): ☐ ☐	GRADE(S):	CURRICULUM AREA(S): ☐ CA ☐ MA ☐ SC ☐ SS ☐ Self-Contained ☐ Other
SPECIAL EDUCATION TEACHER		☐ YES ☐ NO	(SPECIFY) ☐ ☐		GRADE(S):
LEP TEACHER		☐ YES ☐ NO	(SPECIFY) ☐ ☐		GRADE(S):
GIFTED TEACHER		☐ YES ☐ NO	(SPECIFY) ☐ ☐		GRADE(S):
OTHER (SPECIFY)		☐ YES ☐ NO	(SPECIFY) ☐ ☐		GRADE(S):

APPLICATION FOR TITLE II.D COMPETITIVE GRANT PROGRRAM – PROPOSED BUDGET INFORMATION
Submit a separate Proposed Budget Information form for each year of the proposed project. (Copy as Necessary)

District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

Project Information

GRANT TYPE – YEAR (CHECK ONE)	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE)	GRANT TYPE – GEOGRAPHIC AREA / CLUSTER (CHECK ONE)
☐ Year 1 Application ☐ Year 2 Application	☐ New District / Consortium ☐ Established District / Consortium	☐ District Application ☐ Consortium Application (Total number of districts: _____)	Area 1: ☐ C ☐ NE ☐ NW Area 2: ☐ S ☐ SC ☐ SW ☐ W Area 3: ☐ B ☐ E ☐ SE

NAME AND TITLE OF CONTACT PERSON	WORK PHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

Project Financial Data

First-year Budget

	A	B	C	D	E	F	TOTAL
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Funds (No match is required)	(A+B+C+ D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance and Counseling							
Professional Development **							
Governance and Administration							
Facilities and Safety							
Support Services							

District Funds (No match is required)							

Column F Total should be equal to Row Total

							PROJECT TOTAL
TOTALS							$

** Professional Development (Amount must equal or exceed 25% of State Grant Request)	$	STATE GRANT REQUEST
	%	

APPLICATION FOR TITLE II.D COMPETITIVE GRANT PROGRRAM – PROPOSED BUDGET INFORMATION
Submit a separate Proposed Budget Information form for each year of the proposed project. (Copy as Necessary)

District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

Project Information

GRANT TYPE – YEAR (CHECK ONE)	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE)	GRANT TYPE – GEOGRAPHIC AREA / CLUSTER (CHECK ONE)
☐ Year 1 Application ☐ Year 2 Application	☐ New District / Consortium ☐ Established District / Consortium	☐ District Application ☐ Consortium Application (Total number of districts: ____)	Area 1: ☐ C ☐ NE ☐ NW Area 2: ☐ S ☐ SC ☐ SW ☐ W Area 3: ☐ B ☐ E ☐ SE

NAME AND TITLE OF CONTACT PERSON	WORK PHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

Project Financial Data

Second-year Budget

	A	B	C	D	E	F	TOTAL
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Funds (No match is required)	(A+B+C+ D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance and Counseling							
Professional Development **							
Governance and Administration							
Facilities and Safety							
Support Services							

District Funds (No match is required)							

Column F Total should be equal to Row Total

TOTALS							PROJECT TOTAL $

** Professional Development (Amount must equal or exceed 25% of State Grant Request)	$	STATE GRANT REQUEST
	%	

FY06 TITLE II.D COMPETITIVE GRANT PROGRAM – Writing the Narrative

Following are the narrative components of the Title II.D Competitive Grant Program application, along with guiding questions that align with the scoring criteria and help detail what to address and the information to include.

Introduction, Prior Planning, and Local Commitment (30 points possible)
Describe the entities making the application, including general information about the location and size of the district(s) and school(s) and the student population and staff to be served by the proposed project.

➢ **Describe the applicant community, target population, the major implementation strategies, and the expected outcomes of the proposed project.**
  • Does the Introduction provide community demographics?
    o District location (urban/rural)   o Cultural community
    o District enrollment (size)   o Business community
    o District budget and finance   o Other

  • Does the narrative provide an overview of the proposed project in terms of the target population, major implementation strategies, and expected outcomes?
    o What population(s) will be affected by the proposed project?
      ▪ Teachers   ▪ Library media specialists
      ▪ Students   ▪ Technology directors
      ▪ Administrators   ▪ Buildings and districts served by project
    o What is the instructional focus of the proposed project?
      ▪ Curriculum area(s)
      ▪ Instructional strategies
      ▪ Grade level(s)
    o What are the major implementation strategies?
      ▪ Professional development structure
      ▪ Curriculum and instruction focus
      ▪ Evaluation and assessment tools
    o What are the expected outcomes of the project?
      ▪ Student achievement, including technology literacy
      ▪ Technology integration into curriculum and instruction
      ▪ Model for continuation and expansion

➢ **Explain the planning that occurred in developing the application and designing the proposed project.**
  • Does the narrative describe the system used in planning for (designing) the proposed project?
    o Needs assessments of target population   o Prior experiences / accomplishments
    o Research   o Project design
    o Goal setting   o Budgetary costs and financing

  • Who has been involved in the planning of the grant project design and application process?
    o Teachers   o Library media specialists
    o Students   o Technology directors
    o Administrators   o Buildings and districts served by project

  • How will the team approach be used during implementation the proposed project?
    o Planning meetings with stakeholders   o Aligning credentials and responsibilities
    o Gathering data   o Buildings and districts served by project
    o Gathering project support

- ➢ **Describe the key stakeholder involvement, collaboration, and cooperation during and after the project.**
  - Who are the key stakeholders of the proposed project and what roles do they play?
    - o School personnel
    - o District / consortium staff
    - o Other(s)
    - o Implementation responsibilities
    - o Contributions to project success
    - o Project oversight

- ➢ **Provide (attach at end of the narrative section) letters of commitment (from each participant) that demonstrate an understanding of the project and a commitment to complete the professional development, implement the teaching strategies, and participate in ongoing evaluation and research.**
  - Who are the implementers of the proposed project that must submit a letter of commitment?
    - o Principal
    - o Technology director
    - o Library media specialist
    - o Teachers (eMINTS classrooms)
    - o Buildings and districts served by project
    - o

  - Do the letters indicate a good understanding of and commitment to the proposed project?
    - o Professional development requirements
    - o Evaluation and research
    - o Instructional model / teaching strategies

  - Do the letters indicate school-wide professional development for technology integration by all teachers?

Description of Need (30 points possible)
Describe the educational need for the proposed project and implementation of the eMINTS instructional model, including relevant student performance information and discussion of how the proposed project will meet the needs described and information about relevant prior experiences in implementing schoolwide projects and how those experiences align with the proposed project.

- ➢ **Detail the education needs of teacher and students, the status of available resources, and previous experiences with renewal programs and/or other grant program implementation.**
  - What needs assessments were used in determining need for the proposed project?
    - o Administration / principals
    - o Teachers: curriculum, instruction, technology literacy
    - o Students: achievement, technology literacy
    - o Buildings and districts served by project

  - What resources are available and/or needed for project implementation?
    - o Personnel
    - o Technology
    - o Other
    - o Budgetary
    - o Facilities
    - o Buildings and districts served by project

  - What experience does the school have with other schoolwide implementation programs?
    - o Renewal program implementation
    - o Professional development program(s) implementation
    - o Other grant program implementation
    - o Project design

- ➢ **Document needs with local data and evidence that relate to the Missouri School Improvement Program (MSIP), the Correlates of Effective School Research, and the eMINTS instructional model.**
  - What evidence and data have been analyzed to indicate an educational need for the proposed project?
    - o Teacher data
    - o Other data
    - o Student data

- Do the data and findings fit with MSIP, the Correlates of Effective Schools Research, and eMINTS instructional model?
  - Principal as instructional leader or model
  - Safe, orderly, conducive school climate
  - Continual monitoring and measuring of student progress
  - High student expectations
  - Pervasive, broadly understood instructional focus

- What other data were used to examine and identify project needs in a comprehensive manner?
  - Technology
  - Other
  - Economic
  -

➢ **Explain how the educational need is significant for the participating school/district as related to MSIP findings, local CSIP plans, student achievement data, and local technology.**
- What data were used to reference and/or quantify district needs?
  - MSIP findings
  - CSIP goals and current status
  - Buildings and districts served by project
  - Technology plans (local and state)
  - Student achievement data
  -

Goals and Objectives (25 points possible)
Provide an overall statement of the purpose of the grant and detail the expected outcomes of the target population that will result from the proposed project.

➢ **Describe the overall goal(s) of the proposed project and the specific objectives for meeting the goal(s).**
- What is the overall goal of the proposed project?
  - General purposes
  - Expected outcomes

- What are the major objectives that, when met, will lead to successful outcomes?
  - Address the educational needs described in the proposal
  - Are attainable within the framework of the project

➢ **Provide measurable objectives for both years of the project that indicate the anticipated and beneficial changes in the identified target populations.**
- Are the objectives measurable, attainable, realistic, and likely to result in successful outcomes?
  - Relate to the goal(s)
  - Are clear, concise, and measurable
    - Who
    - Does what
    - How well
    - When
    - How measured

Major Activities, Implementation Strategies, and Evaluation Plan (65 points possible)
Describe in detail the plans for implementing the proposed project. Include major learner, dissemination, and evaluation activities.

➢ **Describe the major learner activities of the proposed project.**
- In what major activities will the target population participate? How?
  - Learners are clearly identified
  - Activities are realistic and consistent with the instructional model
  - Activities relate to the stated objectives
  - Activities and outcomes are achievable within the timeframe

➢ **Provide an action plan that details the first- and second-year major activities, including implementation strategies, timeframes, and person(s) responsible.**
- Does the application include an action plan that details what will occur, how, and when?
  - Details first-and second-year activities for all learners
  - Includes a timeframe for the activities

- o Identifies the person(s) responsible for completing the activities
- o Includes first-and second-year professional development activities which support the objectives

➢ **Provide a dissemination plan that addresses communication about project implementation efforts and outcomes.**
- What are the plans for disseminating information about the proposed project's implementation and outcomes?
  - o Student Performance
    - ▪ Data reviews are communicated to all key stakeholders
    - ▪ Data reviews are used to make decisions about instructional improvements
    - ▪ Parents are informed of the instructional strategies being applied in their children's education
  - o Learning Community/districts
    - ▪ Plan to make project replicable within building, and across the district
    - ▪ Plan to increase community technology awareness and participation
    - ▪ Multiple activities for dissemination, (local newspaper, *Newsline*, etc.)

➢ **Provide an evaluation plan that details regular and systemic formative measures to assess strengths and weaknesses of the program implementation and use of summative measures to assess learner performance outcomes.**
- Does the evaluation plan make use of appropriate and multiple tools to measure project outcomes?
  - o Multiple forms of assessment are used
  - o Formative assessment (ongoing program improvement)
    - ▪ Surveys, observations, meetings to discuss implementation and progress, local assessments
  - o Summative assessment (final project review)
    - ▪ MAP scores, local off-grade testing, performance assessments
  - o Quantitative measures
  - o Qualitative measures

- Does the evaluation examine data related to all learners (target population)?
  - o Teachers, students, others
  - o Academic achievement, performance, technology literacy

- Does the evaluation plan indicate ongoing, continuous, and regular monitoring activities?

- Does the evaluation plan indicate how proposed project will be evaluated after the grant period ends?

Budget Explanation (30 points possible)

➢ **Itemize and describe first- and second-year expenditures that relate to the goals, objectives, and activities of the proposed project.**
- Does the budget explanation describe and detail all expenditures?
  - o Budget is clear and concise
  - o Gives detailed description of the types and costs for each budget item for both year one and year two
  - o Specifies hardware, software, online resources, and staff development resources
  - o Clearly describes provisions for interoperability among technology components

➢ **Provide a budget that is cost-effective, reasonable, and based on the expected outcomes of the target population.**
- Is the proposed budget commensurate with the project's size, scope, student population, and stated goals, objectives, and purposes?

- ➢ **Provide a budget that indicates a desire for instructional improvement and does not appear to be an approach to securing materials, equipment, etc.**
  - Does the budget contain any expenditure that does not support the stated need, goals and objectives, and the activities of the proposed project?

- ➢ **Describe how current and future expenditures align with other programs and/or grant resources.**
  - Does the budget narrative describe and detail other program resources (such as personnel, professional development, materials, equipment, funds, etc.) available that will be used to supplement, complement, enhance, or expand the proposed project?

- ➢ **Explain in detail how eMINTS implementation and instructional improvement will continue and/or expand after the grant period ends.**
  - Does the budget explanation provide a clear description of what activities must occur for the project to continue after the grant ends and what financial support is available to cover maintenance and ongoing expenses?

GRANT WRITING BASICS: Concepts, Methods, and Activities

Concepts

While each funding source has its own application forms and procedures, commonly applications ask for the following information:

<u>Executive Summary / Introduction</u> – clear, concise description of the project's goals, target population, implementers, major activities and purchases

<u>Problem Statement</u> – description of a need or a condition that needs to be changed / improved, the problem to be solved

<u>Goals and Objectives</u> – details the expected outcomes of the project
> Behavioral objective – human action
>
>> Example: 75% of students will learn quadratic equations
>
> Performance objective – specific time within which behavior will occur, at an expected proficiency level
>
>> Example: 75% of students will learn quadratic equations by the end of the school year as indicated by scoring "proficient" on the STB exam administered in May
>
> Process objective – the manner in which something occurs is an end in itself
>
>> Example: 90% of parents will attend 4 child development meetings
>
> Product objective – tangible item results
>
>> Example: teachers will produce 4 lesson plans that incorporate computer software and/or online resources

<u>Methods and Activities</u> – describes (paints a picture of) the solution to the need, provides a timetable of the activities that will accomplish the goals and objectives, indicates who will do what, when, and why

<u>Staffing / Organization</u> – indicates who will implement, supervise, and evaluate the program and their expertise and capacity to carry out the proposal

<u>Evaluation</u> – describes how the project and objectives will be measured
- formative assessment – analyzes the process
- summative assessment – measures the product/outcomes

<u>Dissemination</u> – plans for distributing or publishing information about the project so others can adopt or adapt the project

<u>Budget</u> – details (justifies) costs that are relevant and necessary to implement the project (i.e., salaries, benefits, contracted / purchased services, materials and supplies, equipment lease, or rental purchase)

Grant-Writing Basics: Concepts, Methods, and Activities

Methods

Steps for writing a grant proposal:

Identify a need or opportunity – document the need (conduct a needs assessment, gather statistics, examine test scores, talk with others); investigate ideas and opportunities (conferences, workshops, professors, literature, etc.)

Outline a proposed solution – identify the target population, implementers, goals and objectives, methods and activities

Develop a grant-writing team – gather a team of individuals who are or could be interested in the program; involve those who will implement, supervise, and evaluate the project; divvy up the grant-writing process; assign specific tasks

Research potential funding sources – identify 5-6 sources that fit best, then call to ask questions about informal rules, evaluation criteria, preferred writing styles and packaging; get copies of approved grants; talk to the grant recipients and implementers

Study the application guidelines – obtain the guidelines, application forms, any other information about the application procedures; **read and follow the guidelines**

Construct a timeline – begin writing the sections of the proposal; write in "plain" English; be specific and optimistic; avoid jargon or overly technical terms; define acronyms; keep things clear.

Write a rough draft of the proposal – identify the need, state the goal, detail the objectives, list the activities, and construct a budget; tie the need to the objectives, activities, budget

Review the final draft – have the proposal edited for content and clarity, and have it edited for grammar, spelling, punctuation, etc.

Write and review the budget – detailed budget is preferred over a general one; prepare a budget anyone can understand; include matching funds and in-kind donations; address future funding (know whether funding entity wants a "bare bones" or all "ideal" costs detailed – does the funding entity typically trim the budget before approval?)

Follow the rules – complete all sections of the form and the assurances/signature page; meet the deadline (make sure you fully understand the deadline); mail necessary number of copies

Follow up – understand that many do not receive funding the first time; ask for reader comments; revise the proposal; **try and try again**

Grant-Writing Basics: Concepts, Methods, and Activities

Activities

Need Statement: Describe and document a [educational] problem you want to solve

Is there a discrepancy between existing condition and "what should be"? What might be possible causes? What might solve the problem?

Goals and Objectives: Turn your need statement into a specific goal and measurable outcomes

What do I want my learners to be able to do? (who does what, how well, when, as measured by)

Methods and Activities: Provide a visual picture of what you will do… differently

What are the procedures that must be taken? What is my projected timeline?

Evaluation: Describe the measures you will take to determine whether goals are met

How can I determine the effectiveness of the process and whether the predicted outcomes occurred?

Staffing / Key Personnel: Describe all the staff involved in the project and their qualifications

Who else needs to be involved? What experience and expertise do they bring with them?

Budget Explanation: Describe how the expenses support your project

What are the necessary costs to implement my project successfully?

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INSTRUCTIONAL TECHNOLOGY
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

TITLE II.D COMPETITIVE GRANT PROGRAM – BUDGET AMENDMENT REQUEST

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE

District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

Project Information

GRANT TYPE – YEAR (CHECK ONE)	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE)	GRANT TYPE – GEOGRAPHIC AREA / CLUSTER (CHECK ONE)
☐ Year 1 Application ☐ Year 2 Application	☐ New District / Consortium ☐ Established District / Consortium	☐ District Application ☐ Consortium Application (Total number of districts: _____)	Area 1: ☐ C ☐ NE ☐ NW Area 2: ☐ S ☐ SC ☐ SW ☐ W Area 3: ☐ B ☐ E ☐ SE

NAME AND TITLE OF CONTACT PERSON	WORK PHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

Amendment Financial Data

☐ First-year Budget ☐ Second-year Budget

	A	B	C	D	E	F	TOTAL
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Funds (No match is required)	(A+B+C+ D+E+F)
Curriculum							
Instruction							
Differentiated Instruction							
Instructional Climate							
Library Media							
Guidance and Counseling							
Professional Development **							
Governance and Administration							
Facilities and Safety							
Support Services							
District Funds (No match is required)							

TOTALS							$

** Professional Development (Amount must equal or exceed 25% of Project Total)	$	%

School Comments – Explain reason(s) for Amendment Request

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**TITLE II.D COMPETITIVE GRANT PROGRAM –
FINAL EXPENDITURE REPORT**

DUE MAY 15

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE

District Information

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

Project Information

GRANT TYPE – YEAR (CHECK ONE)	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE)	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE)	GRANT TYPE – GEOGRAPHIC AREA / CLUSTER (CHECK ONE)
☐ Year 1 Application ☐ Year 2 Application	☐ New District / Consortium ☐ Established District / Consortium	☐ District Application ☐ Consortium Application (Total number of districts: _____)	Area 1: ☐ C ☐ NE ☐ NW Area 2: ☐ S ☐ SC ☐ SW ☐ W Area 3: ☐ B ☐ E ☐ SE

NAME AND TITLE OF CONTACT PERSON	WORK PHONE NUMBER
EMAIL ADDRESS	FAX NUMBER

Project Evaluation Narrative

DEVELOP ANSWERS FOR THE FOLLOWING ITEMS USING WORD PROCESSOR
1. Provide evidence of the project's success in meeting the project's goal and objectives.
2. Discuss the most successful activities or the most valuable outcome of the project.
3. Describe any special benefits to students, staff, or community.
4. Relate the professional development provided for staff.

Final Budget

☐ First-year Budget   ☐ Second-year Budget

	A	B	C	D	E	F	TOTAL
	6100 Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	District Funds (No match is required)	(A+B+C+ D+E+F)
State/Grant Funds							
Match funds (not required)							
TOTALS							PROJECT TOTAL $

Request for Final Payment

TOTAL State/Grant Funds Expended	$
MINUS Amount Received To-Date	$ -
Amount DUE District	$
Amount OVERPAYMENT (to be refunded to DESE)	$

** Professional Development (Amount must equal or exceed 25% of Project Total)	$

Comments

MO 500-1882 (2-00)